



NEA-New Mexico

Education Partner

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New Mexico Education Partners' Priorities for 2024



Attracting, Retaining, and Supporting a Diverse Workforce:

Staffing shortages, truancy, and chronic absenteeism are our biggest collective educational crises. We must focus on supportive educator and student systems; eliminating or reforming antiquated and obsolete systems.



Affordable Healthcare:

The legislature should fund healthcare coverage at a minimum of 80% for all public education employees, and ensure districts are given appropriate funding to meet this expense.



Salary Increases:

In order to maintain regional competitiveness, we support a salary increase for all public educators, including transportation, of an average of 6%.

New Mexico Education Partners' Priorities for 2024

● Community Schools

- \$15M recurring below-the-line appropriation to New Mexico Public Education Department to carry out the provisions of the NM Community Schools Act, including planning and implementation of the Community Schools strategy. Create a reporting portal and enforcement mechanism by which breaches of statutory class size limits can be reported and addressed
- \$2.7M recurring below-the-line appropriation to New Mexico Public Education Department to pilot a new, additional Community Schools Transformation Initiative to support continuous improvement of the Community Schools Strategy and codesign a validation of implementation process with the cohort of 18 schools that have completed planning and implementation.
- \$100M transfer to the Community Schools Fund to support the implementation of the Community Schools Act, robust technical support, and regional capacity building for implementing the community schools strategy for school transformation to improve well-being, attendance, achievement, and graduation rates.



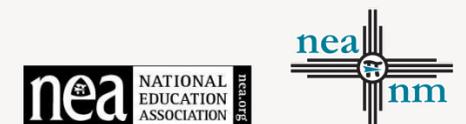
Educator's Reflections on Root Causes

“ *Rubrics need to be developed and provided for guidelines for whole child measurements, performance based assessments, graduate profiles & capstone projects.*

NM Educator, 11 Years in the Profession

“ *We should get back to teaching based on where students are, instead of some measure that is being used for a "standard" student at a certain age or grade level. Work to teach students mastery of concepts instead of preparing them for a standardized test*

NM Educator, 20+ Years in the Profession



Culturally/Linguistically Responsive Training, Curriculum, and Materials

- Continue to fund and develop methods of reporting and accountability to ensure students are provided opportunities to engage in the work necessary to create change in our schools to address historic and persistent educational disparities.
- Reporting and accountability must be intentional, supportive, and in partnership with local districts to ensure all students are provided opportunities for the rich, modern, and quality education our students deserve and as demanded by the Martinez/Yazzie ruling.



NEA-NM: The Big Pivot

The Foundation of Education Equity: Inputs, Resources, and Capacity Comprise the Foundation of Equity

1

Equity driven evaluation and accountability shifts the focus of improvement efforts from over-emphasizing outcomes to assessing whether the inputs, resources, and capacity are sufficient, appropriate, and aligned with outcomes that actually close opportunity gaps.

2

Think of the inputs, resources, and capacity as the “specifications” of an effective education system based on research.

3

We don’t allow planes or bridges to be built under specifications, yet we’ve sent NM children into a system that hasn’t met the specs for decades.

NEA-NM: The Big Pivot

Yazzie vs the State of NM

From the 76 page Decision and Order of Judge Singleton, Martinez-Yazzie vs the State of NM:

"Simply put, the outputs reflect a systemic failure to provide an adequate education as required by the New Mexico Constitution."

On page 56, second paragraph: A sufficient education is a right protected by the New Mexico Constitution. As such it is entitled to priority in funding.

"Supporting an opportunity for a complete, proper, quality education is the legislature's paramount priority; competing priorities not of constitutional magnitude are secondary, and the legislature may not yield to them until constitutionally sufficient provision is made for elementary and secondary education." Campbell, 907 P.2d at 1279.

NEA-NM Supports

● Class Size

- Support legislation that would place a cap on individual class sizes (instead of obfuscatory class size averages) and restrict use of class size waivers to truly exceptional circumstances
- Create a reporting portal and enforcement mechanism by which breaches of statutory class size limits can be reported and addressed

● Planning Time

- At minimum, double the amount of paid planning time for educators
- Ensure that educators' planning time is uninterrupted and self-directed
- Revise the State Equalization Guarantee funding formula to allocate unit value for increased planning time

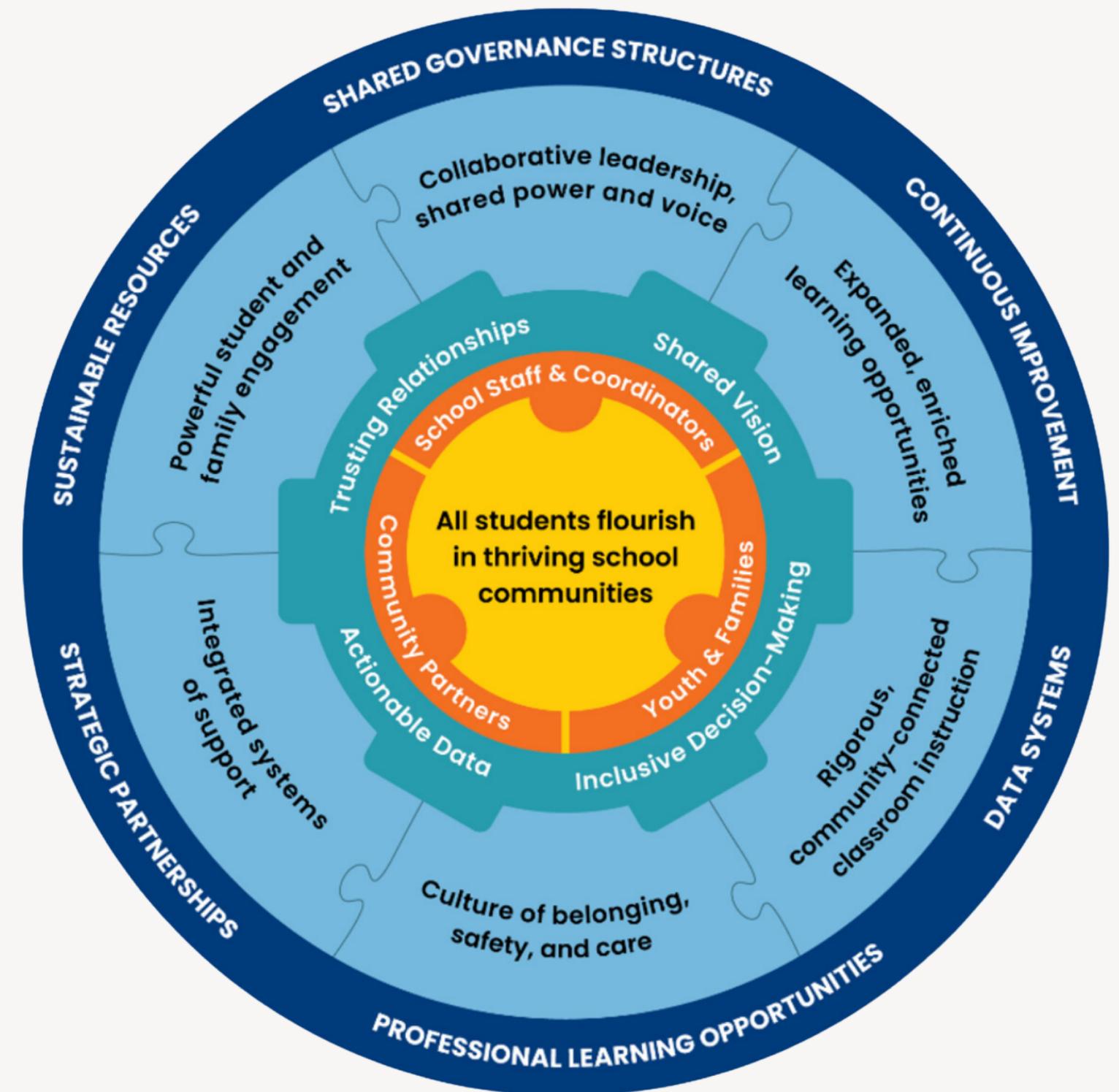
● Testing & Instruction

- Eliminate (Suspend) the mandate to use Interim Measures of Student Success and Achievement
- Allow whole child measurements, performance based assessments, & capstone projects

Framework: Essentials for Community School Transformation

The first four of the six key practices grew directly out of the four pillars. Based on the voices and experiences of hundreds of practitioners and latest research on how children learn best, the Community Schools Forward team also added two new practices:

- **Integrated systems of support**
- **Expanded and enriched learning opportunities:** Students need access to before- and after-school and summer opportunities in which they can explore their passions, apply academic content beyond the classroom, and build knowledge.
- **Powerful student and family engagement:** Families and students must be active participants in the school community and serve as key partners in decision-making and shaping the school's environment and priorities.
- **Collaborative leadership and shared power and voice:** Families, students, teachers, principals, and community partners should make decisions together through formal and informal structures.
- **Rigorous, community-connected classroom instruction:** The curriculum should connect high-level content and skills to students' identities, cultures, and experiences, and students should engage in inquiry-based learning that addresses issues they care about in the world around them.
- **A culture of belonging, safety, and care:** Schools ought to be welcoming places that foster caring and trusting relationships. Everyone should be valued for their experiences and encouraged to share their views and take appropriate risks.



Educator's Reflections on Root Causes

“ As an elementary school sped teacher, I have 24 kids on my caseload and it's only September. I have very little time to plan, prepare IEP's, grade, and complete sped documentation. This is no fault of my admin, it's just that in order to meet service time, I'm with kids all day. I could reduce service minutes but the reality is a child with reading, writing, and math deficits needs at least an hour a day for ELA and an hour for math. Anything less, is not beneficial for the students and I will not sacrifice their learning in order to make my life easier. As a result, I do spend most evenings and every weekend working. I feel burned out and again, it's only September. We have three sped teachers and one EA at our school. Our average FTE is .896 with 14 kids in line for testing. We could really use another sped teacher in order to effectively meet the needs of our students.

”

NM Educator, 20+ Years in the Profession



Educator's Reflections on Root Causes

“Classes being too big is one of the primary reasons that public education is suffering. I know it's very difficult to solve, but I believe it's one of the most important pieces of the puzzle for creating better schools.

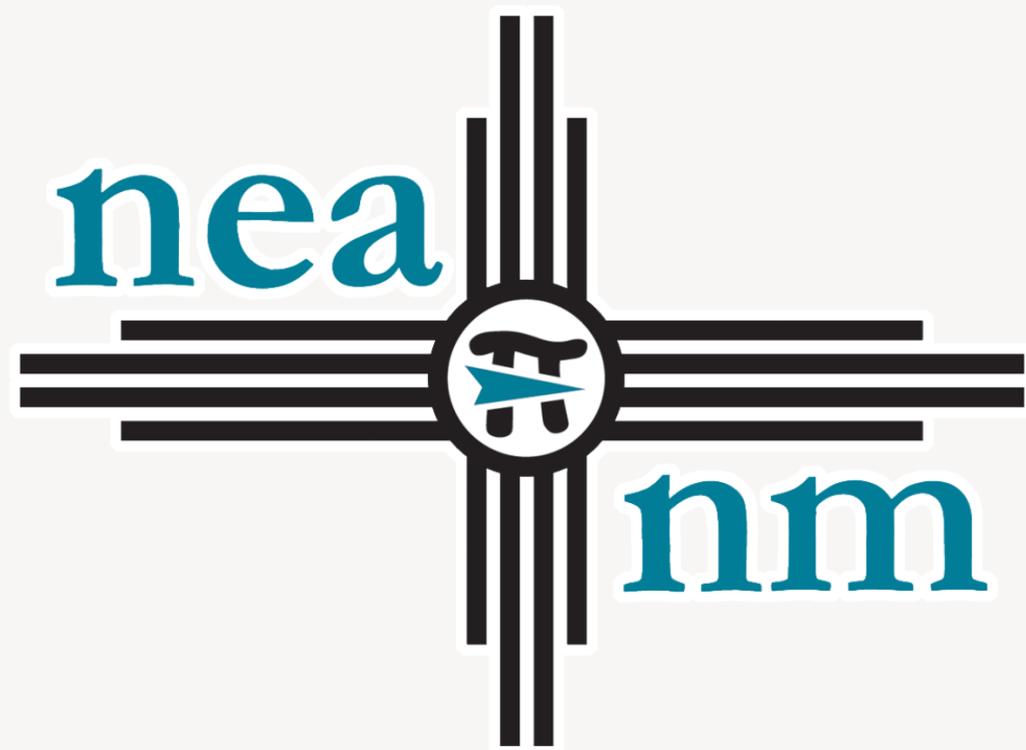
NM Educator, 12 Years in Profession

“Class size and staffing are vital to keeping schools functioning and reducing teacher burn out and vacancies.

NM Educator, 20+ Years in Profession



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*We can't say we are
doing best for our
students if we aren't
doing best for our
teachers.*

Dr. Brad Johnson

NEA-New Mexico

Education Partner



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